

Ben Gamla Palm Beach



2014-15 School Improvement Plan

Ben Gamla Palm Beach

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School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	21%

Alternative/ESE Center	Charter School	Minority
No	Yes	8%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A		

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Ben Gamla Charter School provides a safe environment for innovative instructional practices that continuously light the path toward maximum student achievement and personal growth. As the first English-Hebrew Charter School in the United States, Ben Gamla Charter integrates Hebrew instruction giving our students a useful tool in our global society.

Provide the school's vision statement

Ben Gamla Charter is a community of learners that honors individual student needs and varied modalities of instruction, and nurtures character traits that help to develop good citizenship.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Differentiated instruction, loving and nurturing environment, parent workshops, family events, parent volunteers.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a dedicated time for the core social-emotional curriculum, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Universal Guidelines taught to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system is in place;
- Develop and implement a dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Operational school based team that meets consistently to discuss students with barriers to academic and social success;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and Evaluate intervention.
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

All parents are required to complete 30 volunteer hours as part of their registration commitment.

- *Parent Workshops
- *Constant communication between teachers and parents
- *Parent meetings
- *Parent conferences
- *Teacher newsletters
- *Principal weekly email updates

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community partners for family events, for help with judging Science Fair, parent and community volunteers.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Weizman, Elanit	Principal
Berman, Daniel	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS Leadership team (Principal, AP, ESE Specialist/Teacher Leader, classroom teacher) will attend SAC meetings and/or contribute to the development of the SIP. Data will be evaluated regarding the needs of our students and the MTSS/RtI team will move forward accordingly, supporting and training the staff in differentiated instruction and intervention implementation

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

When teachers identify an academic or behavioral concern with a student, they bring it to the attention of the leadership team. They then fill out a SBT packet. A meeting will be held including the parent and classroom teacher in which tier 2 interventions will be discussed, then implemented and data is documented, then the team will reconvene to discuss progress and review data, need for additional tier 2 interventions, or moving forward with tier 3 interventions

SAI- students who are struggling readers are pulled in a small group to receive daily support in reading from an SAI teacher.

Nutrition- students who qualify receive free or reduced price lunch through the NSLP program. Students also learn about nutrition and health eating habits as part of their PE program.

IDEA- IDEA funds are utilized to provide OT, SLP, and Vision/Mobility support to qualifying ESE students as well as to purchase items for the ESE students/program.

Ben Gamla Palm Beach follows a Positive Behavior Support model, as well as the PBC student Code of Conduct.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Debra Klein	Business/Community
Daniel Berman	Teacher
Carrie Lang	Teacher
A. Throckmorton	Parent
E. Wiskoff	Parent
M. Kantor	Parent
S. Burnston	Parent
Elanit Weizman	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members evaluated, contributed, and approved the SIP.

Development of this school improvement plan

SACommittee- input, collaborate, review, revise
Governing Board- review, approve

Preparation of the school's annual budget and plan

advise

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

NA the school's SAC does not collect funds

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Weizman, Elanit	Principal
Berman, Daniel	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Empower teacher leaders and instructional support staff (ESE Specialist, team leaders, etc.) to coach and mentor new teachers, peer observations, coaching, model lessons, school-wide DEAR, reading logs k-5, literature circles, SAI, principal book club,

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers plan together in grade-level teams on a weekly basis, meet in grade-level PLCs on a weekly basis, and visit each other's classrooms to conduct peer observations in a consistent manner.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Supportive Administration- Principal, AP, Team/Teacher Leaders
2. Encourage Professional Development- Principal
3. Reimburse For Continuing Education- School Organization/ADP
4. Mentor Program Principal, AP, ESE Specialist, teacher/team leaders
5. Safe and Orderly Environment/Character Education, Program/ Positive Behavior Support/PBS- Entire Learning Community
6. Teacher Bonus Incentives and Stipends- Principal/School organization
7. Comprehensive benefits package- ADP/school organization

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Principal, AP, ESE Specialist, and team/teacher leaders, meet regularly with teachers (1st year, new to our school, or new to their grade level) to provide assistance, support, and professional guidance. Mentors and Mentees are paired based on experience/expertise in area of greatest need.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We follow the district's reading program/literacy rollout, student progression plan, and the materials that we use are all aligned with the Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers meet in weekly PLCs to disaggregate assessments and use data to drive their instruction using reteach and enrich materials as needed to meet and exceed standards.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,700

The additional 15 minutes each day allows teachers to enhance activities that contribute to a well rounded education as well as provide time for additional PLC and professional development.

Strategy Rationale

To provide time for additional PLC and professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Weizman, Elanit, elanit.weizman@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

observation and informal assessments

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We provide opportunities for preschool children to come into the classroom prior to the beginning of school for them to meet the teacher, see their classroom and meet fellow classmates. As the school year begins, we focus on learning routines and procedures for the school year. We practice how to unpack our personal belongings, learn where to find classroom materials and how to take care of them. We work in small groups to have children work with peers in a variety classroom activities/ subjects.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Maintain high levels of proficiency in reading and math on the FSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Maintain high levels of proficiency in reading and math on the FSA. **1a**

 G044458

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Math - All Students	86.0

Resources Available to Support the Goal **2**

- SAI, iii, professional development, Wilson, differentiation, small groups, iReady, before school and after school interventions (FCAT/FSA camp, computer club), reading games rotation

Targeted Barriers to Achieving the Goal **3**

- effective/meaningful support not available or provided at home

Plan to Monitor Progress Toward G1. **8**

Weekly assessment data from iii, SAI, Wilson, iReady (reading and math), and math intervention club will be reviewed.

Person Responsible

Elanit Weizman

Schedule

Biweekly, from 9/28/2014 to 5/22/2015

Evidence of Completion

scores increase, progress towards reaching established goals/proficiency on grade level standards

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Maintain high levels of proficiency in reading and math on the FSA. **1**

 G044458

G1.B2 effective/meaningful support not available or provided at home **2**

 B109233

G1.B2.S3 during school, SAI, iii and Wilson group **4**

 S120747

Strategy Rationale

by providing in school support, we ensure students will be able to attend.

Action Step 1 **5**

Teachers will participate in professional development to better implement, SAI, Wilson/Fundations, iReady for iii and intervention strategies in reading and/or math.

Person Responsible

Elanit Weizman

Schedule

Monthly, from 9/28/2014 to 5/29/2015

Evidence of Completion

regular/weekly assessments and/or attendance

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Principal, Assistant Principal, and ESE/Rtl Specialist will monitor fidelity of implementation of iii, SAI, Wilson, iReady, and math intervention clubs.

Person Responsible

Elanit Weizman

Schedule

Monthly, from 9/28/2014 to 5/22/2015

Evidence of Completion

lesson plans, schedule, results of regular assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

iii, SAI, Wilson group, math intervention club

Person Responsible

Elanit Weizman

Schedule

Monthly, from 9/26/2014 to 5/22/2015

Evidence of Completion

attendance, scores on regular assessments will increase, growth towards proficiency meeting grade level standards

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A1	Teachers will participate in professional development to better implement, SAI, Wilson/Fundations, iReady for iii and intervention strategies in reading and/or math.	Weizman, Elanit	9/28/2014	regular/weekly assessments and/or attendance	5/29/2015 monthly
G1.MA1	Weekly assessment data from iii, SAI, Wilson, iReady (reading and math), and math intervention club will be reviewed.	Weizman, Elanit	9/28/2014	scores increase, progress towards reaching established goals/proficiency on grade level standards	5/22/2015 biweekly
G1.B2.S3.MA1	iii, SAI, Wilson group, math intervention club	Weizman, Elanit	9/26/2014	attendance, scores on regular assessments will increase, growth towards proficiency meeting grade level standards	5/22/2015 monthly
G1.B2.S3.MA1	Principal, Assistant Principal, and ESE/Rtl Specialist will monitor fidelity of	Weizman, Elanit	9/28/2014	lesson plans, schedule, results of regular assessments	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of iii, SAI, Wilson, iReady, and math intervention clubs.				

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Maintain high levels of proficiency in reading and math on the FSA.

G1.B2 effective/meaningful support not available or provided at home

G1.B2.S3 during school, SAI, iii and Wilson group

PD Opportunity 1

Teachers will participate in professional development to better implement, SAI, Wilson/Fundations, iReady for iii and intervention strategies in reading and/or math.

Facilitator

district and school based workshops/trainings

Participants

teachers

Schedule

Monthly, from 9/28/2014 to 5/29/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0